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Reading Camp in Peru

LEER JUNTOS, APRENDER JUNTOS FINAL REPORT

FINAL REPORT FOR PERFORMANCE PERIOD OCT 1, 2012- MARCH 31, 2016

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I. INTRODUCTION

The *Leer Juntos, Aprender Juntos* project was built on the Literacy Boost model, a program that is designed to help children, especially the most vulnerable groups, to stay in school and learn, both inside and outside the classroom, to promote reading, improve reading instruction and reinforce basic reading skills, working with students, teachers, parents and community members. Literacy Boost focuses on the development of five reading skills: knowledge of letters, phonemic awareness, vocabulary, reading fluency and reading comprehension. These skills are promoted in actions within the school, community action and the results of these interventions are measured through assessment.

Leer Juntos, Aprender Juntos was a project of a unique nature, since it combined two operations in parallel: the project implementation component implemented strategies of Literacy Boost, implemented over three and a half years by Save the Children and its local partner Kallpa with the aim of promoting improvements in reading skills of children, with priority to indigenous children in the first three years of primary education in rural areas.

The project also consisted of an evaluation component. The *Leer Juntos* project chose not to view this as a regular impact evaluation, but rather as a study. The study, led by Mathematica, and implemented by GRADE in Peru and DMC in Guatemala, conducted a baseline and an impact assessment conducted one year after the end of implementation strategies. The study aims to generate technical evidence on the implementation of skills, strategies, and practices that improve reading skills in children. Viewing this evaluation as a study, enabled the project to become an active contributor to increasing the knowledge base on the sector on the effectiveness of community engagement in reading.

Leer Juntos, Aprender Juntos intervened in 97 rural schools in the state of Apurimac, Peru and 100 schools in Quiché Guatemala. At the start of the *Leer Juntos, Aprender Juntos* project, newly hired staff were anxious about what results the contextualization of the methodology bring, the scope of their responsibility, and the new complexities of working within a rigorous study and the external evaluation.

After three and a half years, the teams have mixed feelings; on the one hand, harboring a sense of desire to continue the momentum now that 21,972 children and 9535 adults (7189 of whom were parents) have been mobilized to create a culture of reading. On the other hand, the team is filled with a sense of satisfaction that 1225 teachers in intervention schools expanded their knowledge on how to learn and teach reading skills in bilingual contexts using mother tongue and medium of instruction, raised the quality of their pedagogy in teaching reading, and greatly enriched the print environment in the classroom, while community members and parents are now actively engaged in enhancing children's reading and see themselves as part of the process of children's learning.

BREAKING PARADIGMS

Various paradigms were broken and myths dispelled through the project.

School is not the only place where learning can happen

The first paradigm pertains to parents in the rural communities in the region of intervention: prior to the project, parents were skeptical about receiving guidance on the way they can support their children. School was seen as responsible for all things academic. However, *Leer Juntos, Aprender Juntos*, was able to bridge the chasm with parents, by using their native language, creating warm relationships, and gaining their trust. These relationships of trust and mutual respect are what set the foundation for parents to participate in and take seriously the knowledge learned in the parent workshops. Parents are now more receptive to partake of the educational process and aware that they of the impact of their more active role in their children's education and reading development. While at the start of the project, there was resistance, many parents later opened the doors of their homes to receive advice on how to organize a reading corner and guidance on the way in which they can provide support to their children's education.

People won't volunteer without incentives

Another paradigm broken through the project was that people in rural areas rarely volunteer without monetary or concrete incentives. After much mobilization and relationship building, with creativity and dedication, by the end of the project, out-of-school interventions be led mainly by young volunteers in 90% of communities. However, one lesson learned through this experience is that new volunteers should be recruited every year because, even though it is true that community members showed their willingness to give up their time to engage in actions that benefit the community, because of poverty and the realities of the need to generate income to live, volunteers also have to use their time to generate income and are not usually able to volunteer indefinitely.

You don't have to be literate to help your children improve their reading skills

Families without literacy skills conveyed their knowledge and prior knowledge through oral narratives during story time and reading camps. Children created stories from what is heard and read shared among family members. This provided first hand experience that literacy activities could happen when not all were literate.

An experienced teacher can learn from younger teachers. Many teachers in the intervention schools doubted what they could learn from the project teachers who were younger than them. Over the course of project implementation, they reached an equilibrium, valuing the knowledge of both older and younger and bringing dynamism to classroom teaching. This was achieved only through the active use of humility, on the part of project staff.

External evaluation can be a positive, constructive activity

In terms of the external evaluation, staff were initially daunted by the prospect of such heavy engagement of external evaluators, somewhat threatened due to previous negative experiences with evaluators, and unfamiliar with how to operate in the context of treatment groups with the government as a control group instead of a partner. A significant amount of time was invested in educating staff so that the project could assume the role of an active participant in the study and take on the responsibility to try and forestall contamination of treatment groups and other actions that would compromise the study. Even though there were challenges with the local evaluating partners at the onset, after clarifying the roles and confirming the roles of both parties' actions, ongoing communication was maintained and support was provided to evaluators, especially when coordinating assessments in the community. The relationships differed according to country and the personalities involved, but the project was able to work at a central level and from the ground up to resolve issues and maintain fruitful collaboration.

INNOVATIONS

Some of the innovative actions generated by the project include: producing reading materials that reflected Peruvian and Guatemalan indigenous languages as well as cultural themes, linking the Guatemalan National Basic Curriculum with the Mayan K'iche' culture and linking the Peruvian educational units with reading; the dynamic way in which teacher training was addressed and carried out in both countries; the emphasis placed on humility of teacher coaches and the collegial relationship built between coaches and teachers; prioritizing of native language in all project activities, even being use as a medium of instruction during teacher training; systematizing of the process of technical coaching and accompaniment, and holding, for the first time, a Teachers' Congress in the department of Quiché, organized by DIDEDUC, the Universidad Rafael Landívar – URL–, the Education Network, and teacher leaders.

FACTORS CONTRIBUTING TO PROJECT SUCCESS

Donor engagement was also a key factor in the success of the *Leer Juntos, Aprender Juntos* activity. From the start, USAID LAC Bureau was in close consultation with the missions, and the implementation and evaluation arms worked together continually. And in Guatemala, for instance, the local USAID Education Mission, provided accompaniment to *Leer Juntos, Aprender Juntos*, engaging the project in portfolio reviews and promoted an exchange of experiences with other organizations executing development projects, funded mainly by USAID, creating synergies that resulted in making the best use of the tools developed for the context.

Leer Juntos Aprender Juntos valued the importance of its relationships with all stakeholders, so all its in-school actions were managed and coordinated with the Departmental Education Directorate in Guatemala and the Provincial and Regional Directorates of Education in Peru. The out-of-school actions were coordinated with organized community groups. This strategy, combined with accountability, paved the way to prepare sustainability plans, to the point that in Guatemala, the Departmental Education Directorate has assumed with support from the group of teacher leaders and from Education Councils and community organized groups.

RIPPLE EFFECTS

Preschool age children reached with pre-reading activities

While the project targeted children from grade 1-3, children from grade 4-6 also became active participants in activities, especially Reading Buddies, Reading Camps and Story Hours. In total 21,972 children from first to sixth grade were reached. However, as a ripple effect beyond the primary target audience, 1138 preschool age children have participated in extracurricular reading activities before entering primary school. Many of these children attended the reading camp with their older brothers and sisters. The project would find it interesting to track these children who started pre-reading activities at an earlier age and measure their comparative gain, compared to children who started in grade school. In addition, the project is pleased that parents who participated in awareness sessions parent children of many ages, so that the intervention has the potential to reach children of an earlier age.

Development of sense of shared responsibility for children’s learning

The education of children and especially girls, not only depends on children, but the participation and involvement of all. Parents and adolescents between 14 and 18 years played a key role as community promoters of reading, assuming the responsibility to lead the reading camps, at least 2 hours a week of time. Today reading promoters have become a reference point for the community where even following cessation of project implementation, children seek to read together, create stories and continue practicing reading with other children.

Promoting reading spaces contributes to social cohesion

The involvement of different actors around improving reading skills promoted social cohesion within the community. It empowered children to feel themselves as holders of rights to voice opinions and participate in their home, school and community. In some specific instances, this contributed to a perception of decline in violence in homes and better relations between all family members in some locations. (This information was reported anecdotally, but would need further evaluation to assess quantitative impact in this area).

Replication of the Model

Before having received evaluation results, the model is already being scaled up. Save the Children International in Guatemala is presently implementing several projects in Guatemala, in which *Literacy Boost* is used in the Education component, one through USDA at a large scale in the Quiche Department, as well as through private foundation funds in the municipality of Chichecastenango. The project also inspired supplementary funding from Bezos to develop an entire set of reading materials in Quechua Chanka.

While evaluation results of the study are still pending at the close of the project, however, in terms of feedback from government, teachers and students, as well as internal midline assessments and government census assessment of learning outcomes, the *Leer Juntos, Aprender Juntos* Project is ending with an enormous amount of momentum, progress in reading, and commitment from project stakeholders to continue in-school and out-of-school reading activities. Both regional governments have committed to continue the model or to build its activities into other regional education projects. Without final impact evaluation, the project has early indications, anecdotal evidence, and government census information indicating that progress in reading outcomes has occurred. Therefore, *Leer Juntos, Aprender Juntos* ends on a positive note, delighted in the successes in reading achieved by indigenous children in both Peru and Guatemala.

II. OVERALL DESCRIPTION OF ACTIVITIES, ACCOMPLISHMENTS AND ATTAINMENT OF RESULTS

A. IN-SCHOOL INTERVENTION

➔ TEACHER TRAINING

GUATEMALA

For any project that seeks to improve the quality of education, teacher training is key to guarantee a successful intervention in schools. The *Literacy Boost* methodology proposes holding nine theory-practice modules followed by purely practical technical accompaniment in classrooms. For the intervention in Guatemala, the design of delivery of sessions had to be adjusted to the policy of the Ministry of Education –MINEDUC–, which sets the minimum number of school days at 180, and the days for teacher training had to be optimized at the start or just before the school year. As a result of these efforts, teachers were summoned in coordination with and through the Education Departmental Directorate, according to government policy and planning cycles.

Due to start date of the project, the training sessions in year one were held at the end of the first semester of the school cycle. However, for the 2014 and 2015 school cycles, the nine modules proposed in the Teacher Training Manual were included in four workshops held in the first quarter of each school cycle.

The first workshop included: Introduction to Developing and Teaching Reading to Small Children; How to Solve the Language Barriers in the Classroom; Letter Knowledge, and Phonemic Awareness. The latter two included Formative Evaluation. Reading Fluency, Vocabulary, and Reading Comprehension were addressed in the next three workshops, followed by a workshop on Conclusions. Formative Evaluation was integrated across the modules.

A plan with the contents, methodology, and techniques was developed for each training session and it was agreed on and validated by the project team. Training sessions were held by municipalities, in both the Spanish and K'iche' languages, in order to strengthen reading skills in a contextual manner.

After the second year, Formative Evaluation was incorporated into all the training sessions, since it was determined that it was necessary to link it with each one of the reading skills. Results were positive because teachers found the complete process to develop skills and measure progress more meaningful, when formative evaluation was cross cutting.

Theoretical contents and new techniques were incorporated into the needs for instruction identified in technical coaching and accompaniment visits. This mode included theory-practice aspects and dynamic activities that allowed teachers to try out the concepts in order to understand and apply them. During the last year of project implementation, after teachers had learned the concepts and had been applying the methodology in their classrooms for at least one year (phase 2), teams incorporated the creation of classroom materials for reading into the training, since this had been identified as a weakness among teachers.

Workshops were dynamic and experiential so that teachers could experience the various activities and replicate them more easily in their classrooms. Training events were held in each one of the municipalities of intervention in order to make it easier for teachers to attend. The Project's technical teams were distributed among these municipalities when the workshops were held simultaneously. Those teachers who were not able to attend due to personal reasons or as a result of other duties assigned to them were trained directly in their schools or during workshop replications that were held from time to time, if deemed necessary. Across the life of the project, 526 Guatemalan first-, second-, and third-grade teachers were trained.

At the end of the 2015 school year, a Congress for Teachers “*Innovative Strategies to Address Teaching and Practicing Reading in the Native and Second Language in the Initial Primary-School Grades*” was held in coordination with DIEDUC, the Universidad Rafael Landívar and the Quiché Education Network. 306 teachers, 2 main speakers, and 65 facilitators participated. During two days, education professionals related to innovative reading practices taught ten simultaneous workshops, allowing each participant to attend five of them. The variety of the topics that were presented complemented the training that teachers received throughout the *Leer Juntos, Aprender Juntos* Project. Generally speaking, the workshops that were held were typified by dynamism, creativity, and participation. Most facilitators were representatives or organizations of education institutions that promote reading through various methodologies in the different entities in the department of Quiché. Participants received the lesson plans for each workshop in order to help them to implement them in their classrooms, and they established contacts that will benefit them in the future. At the close of the workshop a Guatemalan disabled, Olympic celebrity was invited to deliver a rousing and motivational speech to secure the emotional commitment to implementing all the technical knowledge that had been gained.

Training Teacher Leaders: Over the course of project implementation, the project’s technical team identified teachers in the five municipalities who were good implementers of the methodology and who demonstrated proactivity. They were invited to join the team of teacher leaders. This is select group of stellar performers received complementary training focused on developing the capabilities to facilitate training on the Literacy Boost methodology at the end of the 2014 and 2015 school cycles. Their response was very positive, and in general, they all had good attitudes toward assuming the challenge of “going the extra mile”, since it meant reorganizing their agendas and extra work. As part of the sustainability actions implemented in 2015, teacher leaders created a team with project staff to plan and hold training sessions; they also assumed responsibilities during the Teachers’ Congress and participated in developing the sustainability plan. A total of 26 teachers and four principals were trained, and they are currently cooperating with DIEDUC in project sustainability, following the end of project implementation.

PERU

After three and a half years of implementation, 685 1st to 3rd grade teachers were trained in the communities of Andahuaylas, Chincheros and Huancarama. The teachers of these communities mostly read and wrote with much difficulty in both languages (Spanish and Quechua Chanka) and did not have adequate and appropriate strategies and methodologies to “move the needle” in reading with their children.

The first activity of the project was to review the teacher’s curriculum working in communities in the context of educational policy, to highlight and align with the aspects that focused on reading.

Teachers were then trained in the five reading skills: letter knowledge, phonemic awareness, vocabulary, reading fluency and reading comprehension. The overall objective of this training was to develop the skills of teachers in the knowledge of theory, use of the methodology of the five essential components of reading instruction in elementary school, and practice in activities for improving reading skills in girls and boys. Through this process, modules on different reading skills were produced and validated. At program end, these finalized and systematized products will be presented to authorities of UGELs and DREs in Apurímac, who have considered the modules a

contribution to the regional program. Teachers trained in Literacy Boost, shall be accredited by the Regional Directorate of Education of Apurimac through a regional resolution, contributing to the sustainability of the project. Officials of the Ministry of Education also attended the closing event in Lima contributing to the transfer the methodology and strategy of the project within the Intercultural Bilingual Education policy of Peru.

➔ TRAINING PRINCIPALS

GUATEMALA

School principals were trained at the request of principals themselves, for the purpose of acquiring the skills and tools needed to provide technical support to teachers implementing the methodology in their schools.

Training of principals was incorporated in the last year of intervention, when two workshops for principals were held. Principals were provided with an overview of the methodology, its contents, tools, and techniques. 60% of principals in intervention schools attended.

The contents of these workshops focused on a model lesson for each reading skill, in which each principal was able to experience the methodology. Work teams were created to practice how to fill out the form for technical accompaniment visits. These workshops were facilitated by five teacher leaders.

PERU

Training for principals was held in conjunction with teachers, with the full participation of principals of the 97 schools in the intervention groups. The workshops for principals did not only provide information on the various components of the Literacy Boost methodology for reading, but also information on how to incorporate these activities into the school annual plans. The goal of working with the principals was to enable them to strengthen the pedagogy within their schools, and develop a sense of educational responsibility of everyone in the community be they principals, teachers, students, parents family, or community leaders. School principals included these strategies of reading pedagogy in their Institutional Education Plan. By the end of the project, principals had signed publicly in front of communities to continue supporting the Literacy Boost strategies e.g. in their curricular programs, including working with teachers, as well as in working with communities through reading camps and helping parents continue supporting reading corners in their homes.

➔ TECHNICAL COACHING AND ACCOMPANIMENT IN THE CLASSROOM

GUATEMALA


Coaching and accompaniment visits were performed following each teacher-training workshop. . To ensure effectiveness, an average of 30 teachers was assigned to each project technician.

In the Guatemalan context, the main objective of technical accompaniment was to verify implementation of the Literacy Boost methodology in the classroom, specifically in the Communication and Language L1 (native language) and L2 (second language) study area, and to guide teachers in conducting and following up formative evaluation of children’s reading skills. Dynamic model lessons were performed by trainers according to the techniques and tools proposed in the training sessions, with “I do, we do, you do.” Classroom pedagogy coaching was supported by coaching in the implementation of a classroom print-rich environments in both languages.

With the purpose of providing guidance and ensuring the quality of accompaniment visits, a protocol (see annex) was developed to standardize the activity with all of the Project’s technical team. In order to conduct systemized monitoring of the methodology implemented by teachers in their classrooms, a form for Accompaniment Visits (see annex) was developed, covering progress and the commitments that were assumed by all the parties involved. This form was complemented by filling in the form Monitoring Application of the *Literacy Boost* methodology (see annex).

Initially, technical coaching and accompaniment visits were undertaken by the technicians and the supervisors. In Year 3 of the intervention, other strategies were incorporated, such as:

- *Cross-Technician Technical Accompaniment:* Project technicians performed accompaniment in schools other than the ones assigned to them, with the purpose of learning about successful experiences and replicating them, especially in those schools where they encountered difficulties in applying the methodology.
- *Technical accompaniment with joint project supervisor and coordinator:* In schools that had considerable difficulty in applying the methodology, the technician was joined by the Literacy Field Coordinator in technical accompaniment. The team met with teachers and principals in order to provide advice.
- *Technical accompaniment together with the principal.* The main objective of this activity was to achieve sustainability of coaching at the school level. Thus, the principal was modeled and coached in how to provide technical support to teachers and to verify implementation of the methodology.
- *Technical accompaniment with the district education officer:* This mode was used only in San Andrés Sajcabajá municipality, owing to the proactive attitude of the district education officer. In these visits, technical accompaniment was provided to teachers and the principal, by the staff teamed up with the district education officer. Other implementation benefits were identified, for example, helping children who had fallen behind in developing their skills.



Over three years
2,436 coaching
accompaniment
visits in
Guatemala were
undertaken.

PERU

The term “teacher accompaniment” entails the observation and support of coaches in the classroom, who aim to ensure uptake of the methodology presented in the training workshops and follow-up training for teachers to insure it is understood. During the three-year teacher coaching visits, Kallpa specialists devoted themselves to noting that the methodology provided in the training was being applied in the classroom correctly and accurately. A series of documents supported the successful development of skills: teaching units (lesson plans), specifications for the development of each skill, a competency matrix for continuous formative assessment, evidence that the teacher had

periodically assessed the five reading skills of students and an overview of the issues discussed at each visit.

One of the challenges encountered in conducting coaching and accompaniment was the distance and dispersion of schools as well as the ability to especially to capture the interest and commitment of teachers.

➔ **TEACHER LEARNING CIRCLES**

GUATEMALA

This activity promoted by Ministry of Education, but had difficulty “taking off”. *Leer Juntos, Aprender Juntos* was able to “give it life” so that it took off and was implemented across the project during the third year with the aim of contributing to the sustainability process when implementing the methodology in schools. The Teacher Learning Circles were conceived as opportunities to reflect, analyze, observe, review, exchange, and improve pedagogical practices and/or to improve some aspect of their position, led or directed by one or more principal and teacher leaders. This activity encouraged some teachers to start applying the techniques included in the methodology and gave them a community of practice.

This work strategy was shared with principals, and the activities took place during school recess periods. At the beginning, inter-learning circles were led exclusively by the project technician, then there was combined leadership in which 50% were led by technicians and 50% were led by the principal or teacher leaders. By the end of project implementation, principals and teacher leaders had assumed 100% leadership. 272 teachers participated in this activity during the life of the project.

PERU

Teacher Learning Circles is a strategy in which teachers share their experiences in the classroom with other teachers. Over the three years learning circles focused on strengthening the capacity of teachers according to the weaknesses identified through the process of coaching and accompaniment with each of the teachers. Teachers were organized by location and grouped by geographical areas of intervention or proximity. The timing of learning circles allowed teachers to teach classes in the mornings and attend the learning circle in the afternoons. Currently 685 primary school teachers in Andahuaylas, Chincheros and Huancarama, are trained in and implementing Teacher Learning Circles.

The great achievement of these circles of mutual learning was the educational synergy that took shape within them. Each of the teachers had something to share, a new experience that could serve another. Such activities are enriching not only for the training of teachers, but also indirectly for the boy or girl student.

Of note, In Peru, various institutions have tried to employ this modality in the countryside but with few results; It is deemed that it was successful in the case of *Leer Juntos, Aprender Juntos* due to Kallpa specialists who focused on for: building trust, synergy, valuing contribution of other teachers, and validating teachers’ experiences.

B. COMMUNITY ACTION: OUT-OF-SCHOOL EXTRACURRICULAR READING ACTIVITIES

➤ PARENTS: MOBILIZATION, AWARENESS RAISING, TRAINING AND FOLLOW-UP HOME VISITS

GUATEMALA

Addressing reading through an out-of-school intervention was an innovation when compared with other parallel education interventions in the region. Already pre-existing community organizations, like Community Development Communities –COCODES–, Education Councils, and churches helped to execute the activities implemented by the Project in the 50 communities undertaking the community action component.

Through each step of the process, if activities could be measured by degree of difficulty in engaging the community in reading activities, the easiest activity was promoting, setting up, and executing activities, while the most difficult one was recruiting volunteers, who were motivated, trained and committed to take charge of all actions in their communities. Following is an overall description of this intervention in the five municipalities that were covered.

Before starting Community-Action activities, during year one, the project was presented to the 50 communities. This was a good opportunity to raise the awareness of community members about how important it was for them to support reading activities, both in school and out of school. They were asked to cooperate in the process to identify volunteers and they were encouraged to motivate the attendance of children to these activities.

The manual on the Methodology for the Community-Action component established holding seven awareness-raising sessions with parents. As part of contextualization, it was determined that these sessions should be held in four workshops, due to the little time that parents, especially fathers, have to attend meetings. The main reason for their lack of time is that most of them work in agriculture in places that are far away from their homes and the time they need to travel to and from their homes overlaps with session schedules. This was also a determining factor for mothers being the greater part of workshop attendants.

The first workshop addressed the topic “*Developing Children’s Language and Literacy*”; the second one was on “*Daily Activities to Introduce Children to Reading*”; the third one was on “*How to Read to and with Children*”, and the fourth one was on “*Making Materials to Help Children Learn to Read, and Reading Corners at Home*”.

These workshops included basic contents on the topics; general concepts on the methodology, and simple implementing techniques. Each plan was agreed on and validated by Project team members and most of them were held in the K’iche’ language.

During the first workshop, parents stated that they considered that parents' support to their children's education was not important, above all, because they were mostly illiterate and because this was a job solely for the school. Based on this preliminary concept, the strategy for the workshops promoted active participation. Parents wrote, drew, colored, or cut photographs from newspapers pertaining to the various topics. It was interesting to see how they assumed their role as learners and had fun, much like children, with what was, for most of them, their first experience in formal and participative learning. As sessions progressed, they came to realize that they could support their children in many ways, especially in their reading.

The workshops were generally held in a space in schools. They were coordinated with principals, teachers, and members of the Education Council in order to invite parents; participants were also invited through their children during Community-Action activities. In some communities, volunteers provided their support to holding the workshops.

Parents were also provided with resources to help them to support their children. The materials given to them included: a guide designed as a flipchart for the whole family to engage in reading activities and a cloth book holder for their reading corner.

As mentioned above, most participants were women, among them children's mothers, close relatives, or caregivers. During the life of the project, these events were attended by 3992 persons.

During the last year of intervention, the technical team made home visits to four families in each community, in order to provide accompaniment to parents to establish their reading corners at home and to encourage them to implement proposed activities with their children. These visits were coordinated with community volunteers and authorities. (In total a sample of 200 families were visited, to serve as a sample and example to others since not all children's homes could be reached through project intervention)

A challenge for this activity was that the manual that proposes organizing reading corners at home was provided in the last days of training. This reduces the time in which accompaniment and follow-up can be provided. Thus, it was decided that this topic should be included in the first session, linking it with reading awareness-raising. This yielded good results, because it enabled the inclusion of children's literary creations and the materials made by parents at their training sessions.

PERU

Peru has a long history of working with parents and mothers for education. Unfortunately, much of this community involvement translated into only a few actions; parents had to report to school to deliver a fee for the parents teacher association (PTA), to build or repair the school infrastructure or to receive complaints regarding the progress of their children

Because of this history, the initial request for parent involvement was met with resistance. In addition, families believed that their children should not learn Quechua. "Quechua is backwardness". Specialists had to develop many strategies to reach parents, and motivate them to get involved in more of the "soft components" of child education. Another myth that had to be dispelled was that learning only happens in school.

One of the most effective strategies was to consideration of the potential of the family (parents, grandparents, mothers) in conveying their ancestral knowledge, allowing them to enjoy the value of adults in teaching children through their stories and tales as children and especially their history of origin. This strategy led to the development of many stories that currently hold the ancestral history of the communities.

Project staff employed these strategies through awareness workshops for fathers and mothers. One theme was to empower each parent, not only as parents who meet together, but also in the role of agents of change and agents of education. Through the workshop, staff also address important issues such as child rights, how to talk to children, and even the importance their children to have reading spaces within the home. This generated commitment from parents. Through the experience, parents learned they have valuable roles in the learning and education of their children.

By the end of the project, 2,489 parents participated in awareness sessions. A vast majority of them have created a space at home that creates an environment for reading. In many cases, parents and grandparents who could not read have now improved their knowledge through the things their grandchildren have read to them. An unexpected secondary effect was an improved relationship between child and adults where parents feel closer to their children. Anecdotally, project staff have received feedback that, in an area where domestic violence is common and where children very early on replicate violent practices learned at home; within this context it can be observed that the process of reading together as a family contributes to the lessening of violence, creating spaces of dialogue in homes.

The greatest achievement of this activity is that parents realized that children needed a specific place at home to improve and strengthen their reading habits. These indigenous communities have exclusive spaces allocated to the preparation of food, animal husbandry and rest. During Phase II, the ability to have project staff dedicated exclusively to Community Action activities, deepened the presence in the community and the possibility of conducting home visits on an ongoing basis. With these visits, the projects were able to verify that parents fulfill their commitment to implement the reading corners for their sons or daughters. If the reading corners were not found, the specialists worked with parents to arrange a space for the reading corner.

➤ RECRUITING AND TRAINING VOLUNTEERS

GUATEMALA

Different strategies were employed to identify volunteers in communities. Initially, identification was performed through community leaders; however, there was little response to cooperate after being invited. In view of this, the technical team used other strategies, for example, promoting volunteerism in primary and secondary schools, in workshops with parents, and during accountability meetings, requesting support from religious leaders in order to communicate the invitation in church activities, and promoting voluntarism from door to door. In the end, all these efforts yielded good results. What worked in one community did not work in others, but with perseverance, creativity, and dedication, the required number of volunteers was gradually achieved, with very few exceptions. A very positive result was the opportunity that arose in the last year to work with the Universidad Rafael Landívar –URL– to have students of the Humanities receiving scholarships become volunteers performing community service in six communities. This

action was successful because it enabled the securing commitments from a group of young people with higher-than-expected profiles.

Over the three years, a total of 386 volunteers contributed, with equal participation from women and men. The average schooling level was primary-school completion, although there were young people with some education in the basic- and diversified-levels of secondary school, and even newly-graduated teachers.

Training was aimed at guiding volunteers in their planning and undertaking community-action activities. A contextualized strategy was created for the contents in simple and practical language. Each volunteer was given a kit with support materials that contained: a binder with support implementation documents, a backpack to keep and protect their work material, a cap, a t-shirt, and a vest with project identification.

There were several factors that determined the way in which volunteers were trained:

- **Permanence:** Generally, volunteers were available for one year because in this region, they engage in productive activities cyclically. Men, especially, migrate temporarily to work and secure economic resources. Other volunteers consider that one year is a reasonable time for giving service to the community.
- **Volunteer profile:** Initially, it was determined that volunteers would be from the community and would be well-known there, and that they would be young people with a secondary basic-cycle schooling level who would be willing to serve their community. After the first year, the profile was re-defined, prioritizing their willingness to serve their community and lowering their schooling level, since ultimately, this is the reality in Guatemala's rural areas.
- **Number of volunteers by community:** Originally, it was determined that each Community-Action activity would be assigned one volunteer; however, there were few volunteers available, so all actions had to be assigned to one or two individuals.

It was gratifying to see how young people developed during the year of volunteer work. At the beginning of the intervention, they did not have methodological capabilities, and few of them knew anything about handling groups of children. As a sustainability strategy, and as follow-up to training and accompaniment performed by technicians, initially the technician formed a team with volunteers. This was a teaching-learning stage, since the team planned and executed activities together. Volunteers became confident and they took ownership of the methodology and the process, and by the end of the year, they had taken over activities on their own.

As added value, it is worth noting that the education that these young people received during training and the experience they acquired with community service provides them with more tools to use in their own lives. Such is the case of a group of volunteers with experience who showed strategy and leadership and successfully became co-facilitators to train their peers. Another group, with more oral-expression capabilities and also with experience, participated in the National Reading Conference in 2015, presenting the topic "Volunteers' Participation to Improve Reading Capabilities in Rural Communities". Lastly, another group of young volunteers was key to promoting sustainability with community leaders during the last stage of the Project.

In order to systematize implementation of the community intervention, the project team developed several documents, including the *Support Guide for Volunteers*, with a description of the methodology and the detail of each one of the activities. Initial plans included giving one to each volunteer; however, due to high turnover and aiming for sustainability, they were instead given to the leaders who will be part of Community Reading Committees so that they would manage them.

PERU

Initially, the main drawback in the selection of the volunteers was that many of the parents as well as youth in intervention areas could not read or write and the few who did, did so in Spanish. This greatly reduced the population of eligible volunteer reading promoters.

After research in the field by the specialists of the project, it was decided that adolescents between 14 and 18 years of age (secondary school students), best fulfilled the role of reading promoters. However, the project staff had to strategize how to maintain volunteer participation without pay. So it was decided to encourage the morale of these youth through public recognition with the title "Reading Promoters of the Community" as well as provide a distinctive recognition for such service. Each of the volunteers was trained to improve their reading fluency skills in both intonation and speed etc. Due to the reinforcement work needed, teaching volunteers took time and project staff spent a great deal of time accompanying volunteers.

It took significant investment to help adolescent males and particularly women strengthen their self-confidence and ability to lead groups. But through the process, they gained self-respect as well as the respect of the community and the admiration of children for them.

By the close of the project, a total of 319 promoters had been trained on how to promote reading in their communities. These volunteers are currently recognized and respected by their community leaders, parents and especially their younger colleagues as people who help improve reading in communities with joy, creativity and especially respect. The project staff have observed that these youth have developed qualities that might predispose them to teaching or community leadership professions.

➔ READING CAMPS

GUATEMALA

Over the life of the Project, 5322 children participated in 1846 Reading Camps held in the five municipalities.

When camps began implementation, there were challenges in addressing pedagogical issues, especially due to the volunteers' education level. Thus, mid-project, a protocol was developed to reinforce the linkages between reading skills and camps; maintaining the quality of implementation according to the original structure of the camps. The protocol was validated by volunteers and the technical team. It includes a camp agenda, the activities that can be implemented, and a series of techniques and materials to develop each one of the reading skills.

Reading camps were the most frequent activities of the out-of-school component. Each community held one reading camp once a week. In some communities with strong organization, members of the Education Council or Parents' Committees accompanied and provided increased support to this activity.

First- to third-graders were the ones who participated the most in camps. However, pre-primary students and students from the upper grades also participated and even children who were not in the education system. According to some mothers, reading camps helped the younger children who were not yet in schools to start learning to read and write, and made them eager to attend school. This is another added-value ripple effect of the program, since it helped to transition children from home to school.

Children's participation varied; attendance decreased in times of agricultural planting and harvest, the rainy season, and parents' migration to the South Coast of the country, while attendance was more regular during ongoing academic year periods.

PERU

Reading camps occurred over the three years of project intervention in open spaces, outside the classroom. This is a hallmark project activity, in the sense, that activity that is the pivot of the *Leer Juntos, Aprender Juntos* project. This type of gathering was completely new for most communities and was very enriching activity for the community as a whole, helping to strengthen the self-esteem of all participants.

The reading camp activity was simplified for the level of the Peru volunteers. Reading camps have three stages: (1) Opening- Promoter welcomes children with a dynamic activity, (2) Story- promoter asks a few simple questions about the story to be told and then reads the story to the children. The promoter proceeds to ask them about what they heard, this with the intention of assessing whether they understood what they had heard and (3) creative activity- this may involve the making of a reading material. From the dynamics and reading. Each camp had a specific focus, to improve one specific reading skill.

Implementing the reading camp engagement many community members as co-responsible for the progress of children reading. The promoters of reading skills, optimism and creativity, led to reading camps becoming one of the most dynamic activities of the project where each community put in its suggestions to make each camp unique.

Attendance was a success at the camps for the children and parents. Parents seeing their children advance in reading encouraged them and in others camps, parents own teens became that important person who helps other children learn to read. Camps helped the children introduce their reading corners at home, because what worked in the camps, that lead to an increase in more reading spaces at homes.

Camp Reading is one of the strategies that the regional government is taking about. Save the Children and the Kallpa Association are very optimistic in considering a strategy that the Ministry of Education and some private companies to develop in other communities from within the country.

➔ BOOK BANKS

GUATEMALA

The 50 Group A intervention communities were provided a series of books and individual reading passages. This was the first time that children had easily-accessible reading materials.

Book Banks initially operated at the home of one of the volunteers; however, this was soon considered a challenge because their access was complicated, as many homes are scattered in the community. As a response to this situation, the banks were incorporated into Community-Action activities that were held in schools in the afternoons. The result was positive because, in addition to promoting reading, lending books was easier because a period was assigned before the Reading Camps started to allow children to borrow books every week. However, some volunteers had to take the boxes of materials with them because there was no appropriate and safe place to keep them at the schools. (Many teachers have to purchase locks with their own funds to keep materials at schools safe)

The instruction provided to volunteers on Book Banks enabled them to guide children when they selected books, so that books were matched in accordance to children's grade and age. Instruction also enabled them to teach them print concepts and to ask them reading-comprehension questions. A form was developed in order to help volunteers keep better records of book loans.

During Phase I of the Book Bank activity, 74 books were provided for first, second, and third grades; 102 books were provided during Phase II. After these two deliveries, it was determined that books with illustrations were the most appealing and promoted the interest in reading of children in these age groups, so new titles were included.

During Year 3, the following were provided: 36 bilingual texts produced by the technical team; 10 mega-books (5 in Spanish and 5 in K'iche') and 80 Aesop fables in laminated sheets. A very interesting point is that first- and second-grade books, as well as one-sheet texts, were the ones most sought after because they were the most attractive ones and their texts were short. Even older children were motivated by these materials.

In total, book banks were used by 4695 children in Guatemala.

PERU

According to the National Education Council (CNE) Peruvians read less than one book per person annually, (average 0.86). The latest Ipsos poll conducted for heads of households in 2012 revealed that only 19% of Peruvians read an entire book a year in Peru. Far from Chile (80%) and Argentina (70%). Within this context, book banks greatly contributed to developing the habit of reading in Apurimac.

The book bank's objective was to provide reading books to children who participated in the reading camps to reinforce reading at home. In some communities, the books were provided after the camps, however, some promoters allowed children to come to their home any day of the week to check out a book.

Initially there were only 200 books to distribute to each community, but over time, this number increased by donations from organizations such as Bezos Foundation and private companies in the area of the project. Each year, books that had been damaged or lost were replaced.

The book bank's success came through promoting the habit of reading, not only among children but also community reading promoters. Confidence also increased within the communities on their ability to maintain the books in a safe place. By the end of the project, 51 books banks were used by 2,935 children who regularly requested and returned the books to the banks.

➔ STORY TIME

GUATEMALA

Story Time was the first activity initiated under the Community-Action component. A total of 934 story-time events were held with 5564 children.

At first, the technical team and volunteers read a story to the children, using a book from the Book Bank or some other text. Then, the project began to asking people from the community, teachers, and local authorities to participate. This action promoted local culture, values and children's identity, since the local stories and tales helped children learn the etymology of their communities' names, how their school and other community projects were built, their traditions, and more. Storytellers shared their own productions. Children also heard classical children's tales translated into K'iche' and even moral or motivational stories.

Over the last two years of the project, the technical team identified people in the community who would be willing to support Story Time activities. The result was very gratifying, since they were able to meet adults who engage in technical professions that are not linked to education during the day and in the afternoons became promoters of their culture, sharing their stories with children. For children, learning more about their communities was a very valuable experience.

With the aim of strengthening this action at the regional level, some volunteers, teacher leaders, and local storytellers went beyond their own communities, to tell stories in other communities as well.

PERU

During the start of the project, story time was conducted after each reading camp. However, reading specialists found that children were already tired by the end of the camp and did not pay attention. Therefore, this activity was rescheduled to be held just before the Reading Camp.

Story Time consisted of a reading promoter, reading specialist or guest telling a story or anecdote to children. However, many promoters created proactive events that generated the involvement of the whole community. In some communities, nurses, policemen and even sages of the community delivered important testimonies and shared stories of their community.

This community engagement served to strengthen the culture and solidarity of each community. It was not only stories that were shared during Story Time but community members also imparted

traditional wisdom like how to harvest, how to interpret a cloud and its implications on the weather, etc. Story time was particularly valuable in that it avoided the rigidity or formality of reading in schools and provided ample space for new expectations, emotions, creativity and increased dialogue between volunteers and children. The involvement and the confluence of different actors in the community made this activity an enriching event to strengthen oral language children and especially girls.

➔ **READING BUDDIES**

GUATEMALA

The concept of Reading Buddies strengthens child friendships, and serves as link to various actions pertaining to practicing reading and acquiring a passion for reading. This activity also faced challenges because sometimes it was difficult to find upper-grade students who were willing to provide support to younger children, so pairs could not be organized. For this reason, the technical team proposed that actions be incorporated into schools, and this was successful. The results were that there was increased willingness in the children to form reading pairs and to incorporate teachers and principals into the process. The latter seized this opportunity to promote reading in schools.

Pairs were established according to affinity and generally, children were of the same sex, according to social interactions that are characteristic of their age.

Older children usually read to younger children and vice-versa, emphasizing punctuation marks and fluency. After completing this stage, there was a time for questions in pairs, and then, children shared their experiences with the whole group of participants.

The Reading Buddies activity was assumed by volunteers and teachers after they had been provided guidance by the project's technical team. A total 989 activities were held with 6870 children.

PERU

Reading Buddies was originally intended to take place outside the classroom, in the community space. However, this activity was not feasible for that venue due the specific ages and of children needed to gather to read together. Therefore, in coordination with directors and teachers from each school this activity was going to be held during school hours. Reading among children was organized from first grade to sixth grade, and schools were provided with four monthly readings. These readings also incorporated Quechua pieces, so that children strengthened their reading skills in their mother tongue.

An added value of this activity is to improve relations between older and younger students and encourage commitment and responsibility of older students as role models for their younger peers. This activity helped to promote a school identity and joint responsibility of the educational community to improve reading in school.

➤ **READING FAIRS AND FESTIVALS**

GUATEMALA

Reading Fairs demanded much dedication and investment of time by the project technical team to motivate and coordinate actions with different stakeholders. The result of this effort was that support by community leaders, volunteers, teachers, and students was successfully achieved to organize, develop, set up, and dismantle them.

It was an activity that was very attractive to children and parents, because by means of different games, participants developed their reading skills without even noticing that they were learning

In most communities, it was volunteers, teachers, and staff (and sometimes older school children) who with much patience, dedication, and care prepared the games. In the end, reading fairs were very similar to a large community celebration in which children had much fun, learned through play and, in addition they were an opportunity to promote and disseminate Community Action activities.

Throughout the project, 126 reading fairs were held with 3573 children.

Volunteers successfully took ownership of the activity and they assumed responsibility for its coordination and execution. As part of sustainability efforts, some volunteers planned Reading Fairs during the first 2016 quarter, most of them with cooperation from community leaders. communities were provided with resources to continue organizing fairs, at least one, during this year. These plans for 2016 were a result of sustainability efforts.

PERU

Reading fairs are practically unheard of in the Peruvian Apurimac context. However, after three years of the project, 21 community reading festivals have occurred.

The participation of schools, community leaders and authorities contributed to this activity. Motivation and competition in reading was increased by the process of each teacher selecting a child by their reading ability to represent their school.

One significant achievement of this activity was not only the reinforcement of children's reading skills, but also that festivals served to showcase to teachers the variety of games, activities and strategies that could be used to practice reading in a fun way. This reinvigorated teacher's classroom teaching, with additional strategies.

➤ **ACCOUNTABILITY MEETINGS**

GUATEMALA

These meetings were held twice a year. Parents, community authorities, volunteers, principals, teachers, and above all, Education Council members attended them. In the last accountability meeting, with the purpose of promoting children's participation, children from intervention grades were incorporated.

During accountability meetings, general information of project achievements was provided, detailing in-school and out-of-school interventions. The opportunity was taken to inform attendants about the most relevant challenges and difficulties of the project and to ask for their support in proposing solutions. The most challenging topics were: identifying volunteers, and the lack of an appropriate space to keep materials, among others.

In order for the activity to be standardized, a protocol was developed to help the technical team to follow the guidelines during implementation. Community leaders considered that this was an extraordinary activity since it is the first time that an institution executing an intervention in the community informs them about the actions that it has undertaken.

242 accountability meetings with 3245 participants were held.

PERU

The accountability meetings provided a space in which the contributions of community leaders, parents, principals and teachers of school, could be reflected upon and acknowledged. In each of the meetings, the achievements and results in reading were presented as well as the sustainability for each community.

At the regional government level: Accords were made with provincial and regional governments to continue supporting activities.

At community level: The commitment of leaders to continue supporting community reading promoters and continue providing community spaces for reading banks was achieved.

At school level: Principals and teachers have included reading strategies in their yearly school plan and teachers have included this in their programming and are implementing the strategies of the project within the schools. They have committed to continuing the strategies.

With parents: Parents ensured space achieved by children through their reading spaces at home.

The commitments made by various stakeholders during the accountability meetings contribute to project success and sustainability.

➔ MATERIALS AND RESOURCES

GUATEMALA

The lack of resources for teaching activities is a considerable challenge for Guatemala's education system. Each teacher is allotted resources, which in addition to arriving late, are insufficient to meet their needs. These scant materials that do arrive, run out far before the year's end and teachers are left to make do, have less than superior lessons, or pay for materials out of their own pocket.

In terms of the In-school component, with the aim of supporting implementation of the methodology in classrooms, teachers were provided with a kit containing, among others: various types of paper, glue, permanent markers and board markers, scissors, plastic string, crayons, and adhesive tape, which they used to make teaching materials, introduce a print-rich environment, and to provide for children to use. This access to materials made the difference, because in addition to feeling motivated, teachers show increased responsibility in their teaching role.

At the first teaching training session held with teachers, each one was provided with a binder, so that they could keep the printed materials on methodology contents, tools, and reading-material

prototypes. At the end of the project, all the teachers had a stock of resources to support their implementation of the methodology.

In addition, a set of 10 mega-books, 10 reading posters, six sets of board games developed by the project in both languages, and a reading-fluency chart were provided to each school were provided to each school for each first-, second-, and third-grade teachers.

Principals were also provided with a kit consisting of: a binder for their printed training materials, a USB memory stick with the methodology theory and materials, the monitoring forms, the Support Guide for Teachers, a K'iche'-Spanish dictionary, a notes block, adhesive tape, markers, and a clipboard to be used as work tools.

In terms of the Community Action component, materials to be used in community action activities were provided to 50 communities. In addition to the Book Bank library, the following were provided: six education games to be played by teams and several board games pertaining to reading practices; a hygiene kit to promote hand washing and caring for books; banners to identify Book Banks and Reading Fairs; a CD player; CD with children's stories in Spanish; a toolbox to set up activities; prizes for the fairs; mats for activities; notebooks for literary creations; a folder for materials; a megaphone; a sound system and a box with materials to be used by children, with crayons, sheets of paper, cardstock, colored paper, poster paints, brushes, finger paints, pencils, scissors and other supplies for creative activities.

In most communities, school principals and/or members of the Education Council were asked to cooperate in assigning an adequate and safe place in the school to safeguard the materials within school facilities. In those places where this was not possible, volunteers assigned a space in their homes for that purpose.

PERU

Teachers, principals, community advocates, and especially fathers and mothers received materials to conduct in-school and out-of-school activities.

Peru has produced the following toolkits and packages. The contents of these packages are detailed in Section H.

Toolbox for Classroom Activities:

1. Guidelines for teachers on development of reading skills in the classroom
2. Guidelines for socio-linguistic characterization of classrooms
3. Self-guided reading skills booklets.
 - Booklets for the development of phonological awareness (green)
 - Booklets for the development of letter knowledge (yellow)
 - Primers for developing reading fluency (lilac)
 - Booklets for vocabulary development (pink)
 - Booklets for the development of reading comprehension (light blue)

Toolbox for community activities:

1. Booklets to promote reading
2. Booklets for the Reading Promoter
3. Reading Camp Curriculum Plans
4. Reading Festival Games
5. Protocols

SUSTAINABILITY

GUATEMALA

In terms of the in-school intervention, the interest and support shown by Departmental Directorate Education authorities allowed actions embedded in the methodology to be implemented with increasing ease and frequency. During the second year of the intervention, more and more teachers included proposed activities into their planning and implemented them in their classrooms. This was sufficient reason for the project team to define 2015 as the year to prepare sustainability.

The process to develop the sustainability plan included an analysis of achievements and challenges; actions to contextualize the methodology to the environment; practical actions, and identification of the actors who could provide continuity to implementation when Save the Children is no longer present. The analysis concluded that the most suitable entity to assume this responsibility is Departmental Directorate of Education, with support from district education officers and teacher leaders. The sustainability plan was consolidated, with its principal aim defined as: *To continue with the quality standards of the methodology in the 100 intervention schools, with the same guidelines that were followed during the two previous years.*

During the second 2015 semester, making the most of their complementary training, a group of 24 teacher leaders, ten principals, and eight district education officials participated in meetings with the three individuals assigned by the Departmental Directorate of Education, in order to develop a sustainability plan for the in-school intervention. The Plan containing the detailed description of this process (see annex) is attached.

The proposal to attain sustainability for the out-of-school intervention emerged as the result of analyzing the field experience and the social-community structure in this region. Taking into account the strength of community groups, it was determined that the most suitable entity to continue community actions is the Education Council, followed by COCODE.

In most communities that are well organized, leaders have participated in the intervention with much commitment, specifically in: promoting the project, providing an area in which activities took place, and cooperating in the volunteer-recruitment process. Several leaders even cooperated as storytellers. Consequently, the Guide to Organize the Community Reading Committee was developed, as the project is proposing that said leaders constitute it. 4 training sessions took place, one of which engaged volunteers in promoting coordination of future actions. The attached sustainability plan details these actions.

III. DETAILING OF ALL DELIVERABLES AND PRODUCTS PRODUCED BY THE PROGRAM

Both the Peru and Guatemala teams started out the project with a base set of materials from the Literacy Boost model, translated into Spanish. These included: a teacher training guide, a community guide and a parent booklet. Both teams then went on to contextualize materials and development a host of materials contextualized to the indigenous language in their zone.

GUATEMALA

For the Guatemalan team, the *Leer Juntos, Aprender Juntos* Project was a valuable opportunity to contextualize and develop support materials/ resources to implement the methodology, based on experience, both for in-school and out-of-school interventions.

The development of these materials/ resources was the result of a concrete need to complement the intervention and to make methodology implementation easier and contextualized to Guatemala's rural areas. The production process underwent several stages: conception, creation, validation, improvement, design, and reproduction. In total, 24 materials/ resources were developed, including protocols, monitoring and evaluation forms, support guides, and educational games.

A datasheet was developed for each material/ resource, containing a general description, pedagogic references, development, and experience during the *Leer Juntos, Aprender Juntos* Project. Following are the details for each one of the materials/ resources developed. The datasheets are included as an Annex.

Protocols

The protocols are a list of minimum actions that must be performed in the four specific interventions in which the need to define a standardized sequence was detected. These were: school interventions, technical accompaniment in classrooms, and Inter-Learning Circles, as well as out-of-school intervention, Reading Camps and, in general, Accountability Meetings.

- **Protocol for Technical Accompaniment in Classrooms:** This is a guidance tool for the Principal to perform accompaniment visits to teachers, in order to verify implementation of the *Literacy Boost* methodology, as taught in the workshops, and to verify compliance with agreements.
- **Protocol for Inter-Learning Circles:** This is a support tool for principals and teacher leaders to plan and develop the Inter-Learning Circles.
- **Protocol for Reading Camps:** This provides guidance to volunteers working in Community Actions on the activities that must be implemented during camps.
- **Protocol for Accountability Meetings:** This tool was developed to standardize the Accountability Meetings that were the responsibility of the Project's technical team.

M&E Forms

They were developed to comply with the records demanded by the methodology and, mainly, to follow up on indicators. In general, they are mostly aimed at keeping records of beneficiaries' attendance to Project activities. Copies of these formats are included as annexes, and they are listed below according to the types of interventions:

- **In-School Intervention Forms**
 - Attendance to training sessions

- Technical accompaniment visits to classrooms
 - Applying the methodology in the classroom
 - Forms for formative evaluation linked to the national curriculum, by grade (from 1st to 3rd)
- **Out-of-School Intervention Forms**
 - Book-loan registration forms for Book Bank books
 - Attendance to Community Action activities
 - Parent's attendance to workshops
 - Attendance to Accountability Meetings
 - Attendance to volunteers' workshops

Support Guides

The guides were developed based on the methodology, adding practical and validated activities that may be easily adapted to contexts with similar intervention conditions, and they are a basic resource for implementation.

Support guide for School Intervention

- **Support Guide for Teachers**, to implement *Literacy Boost*, whose aim is: To provide teachers with the pedagogic reference material they need to implement the *Literacy Boost* methodology and develop the skills described in the Communication and Language L1 and L2 Study Area of the National Basic Curriculum, focusing especially on reading in the children's native and/ or instruction languages. They support teachers in the Primary-School Cycle 1 (first, second, and third grades) in developing students' reading skills.

Support guides for out-of-school interventions

- **Support guide for Volunteers.** It complements the training received and supports volunteers with actions such facilitating fun activities, through which boys and girls practice and strengthen the five reading skills proposed by the *Literacy Boost* methodology.
- **Support Guide for Children, Activities for the Whole Family.** This is a flipchart that provides parents with a guide to activities and strategies to support their children to develop reading skills and, through them, foster reading as a family.
- **Support Guide for Community Leaders to Organize and Operate the Reading Committee in their Communities.** It provides community leaders (COCODE, COMUDE, Education Council members, among others) with a guide to facilitate development and follow-up of reading activities in their communities.

Educational Games

According to the Real Academia Española (Royal Spanish Academy), one of the definitions of play is: Recreational exercise or competition governed by rules, in which you can win or lose <http://dle.rae.es/?id=MaS6XPk>. In the context of the *Leer Juntos, Aprender Juntos* Project, play constitutes an effective tool that is fun, effective, and motivating to reinforce learning and practice of children's reading skills, both in their native and their instruction languages.

Several games and play techniques were used during the project; however there were six board games that were systematized with instructions and reproduced at a larger scale in their K'iche'

and Spanish versions. Following is their general description, and their datasheets and digital copies are included at the end of the document.

- **Etz'anem: Una'tajisaxik jawi' k'owi ri wachib'al (Memoria k'iche')**. This game develops reading skills by adapting the traditional Memory game. It exercises children's memory and promotes the knowledge of the alphabet and vocabulary in the K'iche' Mayan language for boys and girls to reinforce this language as their native language (L1) or as the instruction language (L2) at the primary-school level (5-12 years old, approximately).
- **Spanish Memory**. The game develops reading skills by adapting the traditional Memory game. It exercises children's memory and promotes the knowledge of the alphabet and vocabulary in the Spanish language for boys and girls to reinforce this language as their native language (L1) as the instruction language (L2) at the primary-school level (5-12 years old, approximately).
- **Etz'anem: Ukojik retal ri wachib'al kya' ub'ixik (K'iche' bingo)**. This game develops reading skills by adapting the traditional bingo ("lotería" in Spanish) played in fairs and Patron Saint's Festivities in Guatemalan towns. It promotes knowledge of the alphabet and vocabulary in the K'iche' Mayan language for boys and girls to reinforce this language as their native language (L1) or as the instruction language (L2) at the primary-school level (5 years and older).
- **Spanish Bingo**. This game develops reading skills by adapting the traditional bingo ("lotería" in Spanish) played in fairs and Patron Saint's Festivities in Guatemalan towns. It promotes knowledge of the alphabet and vocabulary in the Spanish language for boys and girls to reinforce this language as their native language (L1) or as their instruction language (L2) at the primary-school level (5 to 12 years old, approximately).
- **Q'uq'umatz (Plumed Serpent) Spanish and K'iche'**. This game develops reading skills by adapting a traditional game called "Ups and Downs" or "Snakes and Ladders". Both versions, K'iche' and Spanish, promote knowledge of the alphabet and vocabulary in the Spanish language for boys and girls to reinforce K'iche' as their native language (L1) and Spanish as their instruction language (L2) at the primary-school level (6 to 12 years old, approximately).

Support Material

A series of complementary materials were also developed to support the pedagogical activity, formative evaluation and the progress in developing reading skills, especially for the in-school intervention. Following is a description of these materials:

- **Reading Fluency Chart**. This is a tool that enables the teacher to keep an individual record of the number of words read by each student, and his/her progress in reading fluency. Since it is proposed that it be displayed in the classroom, students can see their progress in reading, and this encourages them to surpass their results and achieve the goal of reading the number of words that corresponds to their grade.

- **Ten reading posters.** These are four reading passages produced by the team in the K'iche' language, and six Aesop fables in Spanish. They are posters designed to be used in a flipchart, with attractive illustrations, printed on vinyl material in full color.
- **80 Aesop Fables in Spanish.** Aesop fables that were most adaptable to the context and age of children participating in the project were chosen to complement Book Banks in the fifty out-of-school intervention communities. An illustration was developed for each one, according to the topic; they were printed in full color on letter-size paper and then laminated in plastic to ensure their durability.
- **Mega-Books Reproduction.** As part of the efforts by the USAID Education Office in Guatemala, authorization was obtained to re-print five mega-books in the K'iche' language and five mega-books in Spanish, produced by the project USAID/Education Reform in Classrooms (2009-2014).
- **Electronic-Learning Video.** With the aim of offering an illustrative tool for future implementers of the Literacy Boost methodology, a video was produced presenting the experiences in both countries.

PERU

Educational program materials were developed as part of the contextualization of the methodology of promoting reading, in order to provide teachers, parents and reading promoters tools to develop and promote reading.

Toolbox for Classroom Activities:

2. Guidelines for teachers on development of reading skills in the classroom

This document is intended to guide the principals and teachers of schools to conduct training activities, and to promote the development of reading skills in elementary school children, from first to third grade.

Training guidelines for 8 modules for teachers present strategies for the development of each reading skills.

Guidelines for the conducting of Teacher Learning Circles are presented as a venue for promoting and enabling teachers to identify weaknesses and strengthen the pedagogical practices of teachers through sharing experiences and successful innovations of in the development of reading skills.

Finally, tools are provided for teacher coaching and accompaniment. This pedagogical practice enables principals and teachers monitor their own work, creating space and time for reflection on their teaching performance and progress of their children in developing reading skills.

3. Guidelines for socio-linguistic characterization of classrooms

The methodological guide is a tool that has been designed to guide teachers in educational institutions to assess the language background of their students through items and indicators on the use and mastery of the first and second language of children.

The objectives of this guide are:

- Guide teachers in conducting psycholinguistic characterization of individual students to identify the linguistic mastery in each language.
- Guide teachers to identify the linguistic scenario in the mix of students in the classroom.

4. Self-guided reading skills booklets.

This packet contains five booklets, that presents a brief definition of reading ability, then a series of strategies and model activities. The packet includes:

- Booklets for the development of phonological awareness (green)
- Booklets for the development of letter knowledge (yellow)
- Primers for developing reading fluency (lilac)
- Booklets for vocabulary development (pink)
- Booklets for the development of reading comprehension (light blue)

Toolbox for community activities:

1. Booklets to promote reading

These booklets contain information that help promote reading development in children from the community. They contain simple activities that allow parents and community members to support the development of children's reading.

- Primer 1 Workshop with parents – These booklets contain information needed to carry out the 7 sessions corresponding to the workshop with parents and mothers.
- Primer 2 Reading Festival- This booklet explains in detail this festival, times, activities and materials required to conduct it
- Primer 3 - Reading Buddies- This booklet explain how to conduct this activity within the school or community.

2. Booklets for the Reading Promoter

These booklets detail how the promoter can carry out the community action activities.

- Reading Camps - detailing the didactics of each of the three stages containing this activity.
- Story Time - this booklet explains how to conduct this activity with children.

6. Reading Camp Curriculum Plans

Plans for the development of reading camps are materials that guide volunteers to conduct this activity. Each of the plans contains the instructions for a game or dynamic activity at the start of the activity, a story to be read children attending camps and directed to produce some material in the creative activity of the camp.

7. Reading Festival Games

Many materials for developing reading festivals were also developed. The names of games are listed here and the instructions are placed in the annex.

- The Letter Tree
- Casino Of Letters
- Alphabet Starts
- Casinos Race
- Who Writes Letters Of The Alphabet Better?
- I Say The Sound Of Letters!
- The Magic Roulette
- Magic Train

8. Protocols

The project developed protocols and guides to guide the following types of interactions with project participants.

At school

- Presentation of the specialist to the director of the school, to communicate the reason for the visit and request permission for accompaniment.
- Informing the teacher to enter the classroom
- Observation learning session
- Interaction in the classroom
- Provision of advice to teacher
- Establishment of commitments to improvement
- Specialist reflection on teacher performance

Reading Promoters

- Visit by specialist to reading camp
- Coordination with the promoters of reading is performed.
- Observation of promoter in carrying out the reading camps.
- Interaction with the promoter in the conducting of reading camps.
- Feedback and advice to promoter on conducting of reading camps.

Accountability

- Coordination with the director of the school and / or community authority, to communicate the date and time of the event.

- Delivery of summons to the director of the school and / or community authority for distribution to members of the community to attend the event.
- Conducting of the accountability meeting
- Commitments made by the program before the start of the activities
- Commitments made by parents in each of the workshops
- Establishment of commitments to improve the community, principal and school authorities of educational institutions and parents.
- Signing of a memorandum of understanding.

IV. ASSESSMENT OF PROGRESS MADE TOWARD ACCOMPLISHING THE OBJECTIVES AND EXPECTED RESULTS

GUATEMALA

Leer Juntos, Aprender Juntos, was a bi-national (Guatemala-Peru) study project that used the *Literacy Boost* methodology to strengthen children's reading skills. In Guatemala, Save the Children was the implementer and Mathematica was the external evaluator.

The schools that were interested in being part of the project signed a consent form and then consented to random assignment to one of the following groups:

- Group A: Schools with in-school and community interventions (50 schools)
- Group B: Schools with in-school intervention (50 schools)
- Group C: Control schools with intervention by the National Reading Program (50 schools)

The study, under Mathematica, will provide evidence on the effect of Community Action (A vs B) and the effect of training and accompanying teachers (B vs C).

From the start of the project, there was close communication with the external evaluator and with its local partner. The project participated in the activities requested by the study and in key activities, such as presenting the project and the study to communities and education authorities, signing of consent letters, presenting baseline results, meetings, and others.

In the case of Guatemala, implementation was divided into two phases, the Phase 1 was composed of 25 schools from each group of intervention, and it covered three Quiché municipalities: Chichicastenango, Santa Cruz del Quiché, and San Antonio Ilotenango. The Phase 2 was also constituted by 25 schools from each Group and it was implemented in San Andrés Sajcabajá and Zacualpa.

The random assignment in Phase I was completed as follows: Chichicastenango, with 19 communities, San Antonio Ilotenango with 13, and Santa Cruz del Quiché with 18. Phase II was constituted by 22 communities in San Andrés Sajcabajá and 28 communities in Zacualpa.

Table No. 1 Distribution of Communities with A and B Interventions in Covered Municipalities					
Intervention	Chichicastenango	San Antonio Ilostenango	Santa Cruz del Quiché	San Andrés Sajcabajá	Zacualpa
A	9	7	9	11	14
B	10	6	9	11	14
Totals	19	13	18	22	28

After schools had been identified and randomly selected, monitoring and evaluation forms to be used in the project were developed. These forms enabled proper recording of attendance to project activities for each one of the target groups: teachers, children, and community members, as well as book-loan control. In addition, forms were developed as support to the project's technical team; above all, to monitor application of the methodology in classrooms. These tools were validated in the field and were updated to adapt them to the needs of the context and to obtain the evidence needed to control indicator progress.

The technical team was accompanied and advised in the field by project coordinators and management. The aim of this accompaniment was to ensure that they handled the methodology well and that it was implemented with due quality.

During technical accompaniment visits, it became evident that teachers had trouble applying formative evaluation with children, especially because the methodology proposes general evaluation criteria for each reading skill. Thus, a validation exercise was performed and evaluation criteria were developed for each one of the grades. To that end, a group of teacher leaders was invited to participate. The evaluation criteria were shared with all teachers during training events.

Each quarter, the project's technical team submitted the monitoring and evaluation forms corresponding to their communities in order to integrate the information in databases and indicator matrixes. The Indicator Matrix was an effective tool for the monitoring and evaluation report. This aggregated information was shared in the quarterly report with the whole technical team, with the aim of analyzing data and proposing improvements for implementation.

For the project's technical team, it was very important to have the initial information as input for implementation. Given that there was an external evaluator and that results would be delayed, and would probably not be known until after the end of the project, an initial evaluation exercise was performed on a sample of 38 first graders and 38 second graders from 19 Phase II schools. The evaluation consisted of a Spanish instrument and a K'iche' instrument, which incorporated sections for each one of the reading skills and underwent a validation process. The results were used internally.

At the end of 2014, an intermediate evaluation was performed with the purpose of analyzing information that was used as input to make decisions for the implementation process. At that time, a sample of two first graders and two second graders from the one hundred intervention schools was used. The Spanish instrument was applied to all of them, and in those schools that are considered bilingual, the K'iche' instrument was also applied. The information that was gathered was very valuable, it was used internally, and it constituted part of the self-evaluation process, in

which all project staff participated. This exercise allowed re-adjusting and defining quality standards for the last year of implementation and for sustainability.

In-School Progress

Description of the Progress Achieved in Teachers' Participation in Project Activities

Table No. 2 Teacher's Participation in the <i>Leer Juntos, Aprender Juntos</i> Project				Disaggregated by Municipality					
Indicator	Totals	Men	Women	Chichicastenango	San Antonio Ilotenango	Santa Cruz del Quiché	San Andrés Sajcabajá	Zacualpa	MINEDUC Authorities
Teachers participating in the project	540	238	302	144	68	90	96	131	11
Teachers participating in a training workshop	526	232	294	139	65	86	96	129	11
Teachers who received technical accompaniment	399	165	234	109	54	63	67	106	0
Number of accompaniment visits	2436	966	1470	784	349	398	366	539	0
Teachers who participated in Inter-Learning Circles	272	112	160	62	48	44	37	81	0
Teachers who participated in the Teachers' Congress	309	122	187	78	42	44	56	89	0

A total 540 teachers participated in the Project, 56% of whom were women. Most of them are from the Chichicastenango and Zacualpa municipalities, owing to the number of A and B communities, and the size of their schools. 526 teachers attended training workshops. These two amounts include Administrative Technical Coordinators under the Departmental Education Directorate, which participated in training activities along with teachers, with the purpose of incorporating them into the process to provide sustainability to Project activities and thus consider them as partners.

74% of teachers received technical accompaniment in their classrooms, with an average 6 visits to each one. There were some teachers who did not allow the technician to accompany them in their classrooms for fear of being evaluated or corrected. The number of effective school days that were taught was irregular, and in some instances, when technicians came to the schools, teachers were absent, and this prevented accompaniment.

50% of teachers participated in Inter-Learning Circles. This strategy was implemented with the purpose of schools' incorporating it as a regular activity for teacher exchanges. Principals who participated in training sessions were provided guidance to implement this activity in their schools.

57% of teachers attended the Teachers' Congress. During Project implementation there was teacher turnover in schools; consequently, there were cases of first-, second-, and third grade teachers who were reassigned to higher grades.

Applying the Methodology in the Classroom

An instrument to evaluate teachers' application of the methodology in the classroom was developed. This instrument was applied twice during technical accompaniment; the first one in 2014 and the second one in 2015. At those times, a sample of 170 and 300 teachers, respectively, was used.

The areas that were assessed were: a print-rich environment, the use of languages in the classroom, letter knowledge, phonemic awareness, fluency, vocabulary, and reading comprehension. The aim was to determine if there was evidence that teachers were applying what they had learned in training sessions in their classrooms, including formative evaluations.

The evaluation criteria that were used were the following: satisfactory (if the teacher applied the criterion in the classroom), in progress (if there were signs that the teacher was starting to apply it in the classroom), and not implemented (if the teacher was not applying it).

The overall results were as follows:

1. **Print-Rich Environment:** 45% of teachers showed excellent progress in providing an adequate environment in their classrooms; reading materials and books in L1 and L2 were found, and it was established that they implemented daily reading activities. The rest of the teachers showed some signs of implementing these activities in their classrooms. According to the technical team's perception, many teachers were not used to creating materials, above all because they had to make them in their free time. In addition, they had difficulties making materials with some kind of pedagogical focus; that is, materials that promote children's reading skills.
2. **Using language in the classroom:** 40% of teachers applied strategies to develop children's native language, they promoted learning in both languages, and recorded the reading skills of their students when handling both languages. The rest of the teachers showed some signs of implementing these activities except for monolingual teachers who only know Spanish. It was perceived that teachers' bilingual training and education has not provided them with methodological knowledge, so that whatever they had learned previously about bilingual issues or content, they are afraid to implement because they do not know how to apply it.
3. **Letter Knowledge:** 29% of teachers applied pedagogical tools for letter knowledge, they recorded the progress in skills in the formative-evaluation chart and made materials to develop it. The rest of the teachers showed some signs of these activities. It was determined that this reading skill was the best and most developed one in classrooms; it was perceived as the skill that teachers handled and implemented more easily. The proposals for materials made by teachers were mostly for this skill.
4. **Phonemic Knowledge:** 29% of teachers applied methodological tools, registered the progress achieved in the formative-evaluation chart, and made materials to develop it. The rest of the teachers showed some signs of these activities. It was established that this

reading skill, along with Letter Knowledge, was the best and most developed one in classrooms; it was perceived that this was one of the skills that teachers handled and implemented more easily. Some of the proposals for materials made by teachers and shared during training were related to this skill.

5. **Reading Fluency:** 20% of teachers applied pedagogic tools, recorded progress attained in this skill in the formative-evaluation chart, and made materials to develop it. The rest of the teachers showed some signs of these activities. It was established that teachers had difficulties in evaluating reading fluency, especially in ensuring that the fluency level was in accordance to the grade they were teaching. That is why the chart to record fluency, which was provided by the project helped teachers to reinforce this skill.
6. **Vocabulary:** 18% of teachers applied pedagogical tools for vocabulary, recorded progress attained in this skill in the formative-evaluation chart, and made materials to develop it. The rest of the teachers showed some signs of these activities. Teachers made materials to reinforce acquisition of new words and it was established that these materials had been used in their classrooms.
7. **Reading Comprehension:** 11% of teachers applied pedagogical tools for reading comprehension, recorded progress attained in this skill in the formative-evaluation chart, and made materials to develop it. The rest of the teachers showed some signs of these activities. This skill was the one less developed by teachers in their classrooms. Some of them mentioned that the length of the school cycle was not enough to cover all skills, especially in the first and second grades, since children needed reinforcement of Letter Knowledge and Phonemic Knowledge first.
8. **Formative Evaluation:** Applying formative evaluation was a challenge for most teachers; it was perceived that there is resistance to implementing evaluation processes that are different from the summative evaluation, a system with which they are well acquainted.

How Teachers Received the Methodology

Overall, teachers acknowledged that the Literacy Boost methodology helped to improve children's reading skills because it proposed new learning techniques; it incorporated motivational elements such as songs and play; it was in sync with national curriculum contents; it addressed both languages; it encouraged teachers to make materials, and it incorporated principals into technical accompaniment.

With regard to facilitators, assessments show that they were good generators of knowledge; had a good understanding of contents; solved most of the questions that arose, and showed proper use of languages contained in the methodological proposals.

There is no doubt that the training topic that received the best receipt in Guatemala was making reading materials, which enabled teachers to show their creativity, ingenuity, and to apply what they learned in methodological concepts.

The strategy to reinforce the application of contents developed in trainings by means of accompaniment visits was well received by most teachers. They made good use of the technician's support to solve questions, make consultations, and correct some methodological aspects.

Out-of-School Progress

Description of Progress Achieved in Community Action Activities

Table No. 3 Number of Reading Activities Developed in Communities		Disaggregated by Municipality				
Activity	Totals	Chichicastenango	San Antonio Ilotenango	Santa Cruz del Quiché	San Andrés Sajcabajá	Zacualpa
Story Time	934	248	170	192	168	156
Reading Camps	1846	447	288	313	368	430
Reading Buddies	989	159	188	208	205	229
Parents Workshops	350	63	49	63	77	98
Reading Fairs	126	24	19	28	25	30
Reading Marathons	3	0	0	0	3	0
Progress Meetings	242	48	32	44	53	65
Others (presenting the project to communities, Phase II)	25	0	0	0	11	14
TOTAL	4515	989	746	848	910	1022

The Story Time activity was the first activity implemented in communities. Its purpose was to raise the awareness of children and people in the community about the importance of having reading opportunities outside the school environment. By reading stories, children became increasingly motivated to participate in other activities offered by the project, above all, Book Banks. With the Story Time activity, children were welcomed to Reading Camps, which is a more formal structure, since its contents were aimed at developing a specific reading skill.

Reading Camps were the activities most implemented in communities. It was considered that, due to its structure, it contributed more to and more easily followed the contents that were taught in classrooms. It was deemed that this would be the macro activity that would encompass Book Banks, Reading Buddies, and Story Time.

The Reading Buddies activity was held jointly with Reading Camps and Story Time, and sometimes, it was also held in schools, organized by teachers.

Experience shows that Reading Fairs were activities that attracted the attention and fostered the participation of children, teachers, and people in the community. They became important events and opportunities for the whole education community to participate. Volunteers, community leaders, and teachers were key actors in organizing the activity and making it a veritable celebration for the whole community, which even included reading marathons.

An average of seven workshops were held with parents, and five meetings to present results and progress in communities were also held. For Phase II, the Project started by presenting it, in order to ensure increased commitment from people in the community.

Describing Progress in Children’s Participation in Reading Activities

Table No. 4 Children’s Participation in Reading Activities				Disaggregated by Municipality				
Indicator	Totals	Boys	Girls	Chichicastenango	San Antonio Ilotenango	Santa Cruz del Quiché	San Andrés Sajcabajá	Zacualpa
Primary-school children with reading intervention	14184	7298	6886	4912	1822	2078	1728	3644
Preprimary-school children with reading intervention	344	168	176	107	25	104	62	46
Children who participated in Book Banks	4695	2315	2380	1183	722	725	874	1191
Children who participated in Reading Camps	5322	2668	2654	1366	804	808	917	1427
Children who participated in Reading Buddies	6870	3487	3383	2319	1046	1044	867	1594
Children who participated in Story Time	5564	2814	2750	1383	954	833	900	1494
Children who participated in Reading Fairs	3573	1782	1791	1064	441	532	701	835

The indicator on “Primary-school children with reading intervention” refers to children enrolled in the grades and schools with project intervention and/or who participated in at least one reading activity in their community. 49% of participants were girls and 51% were boys. Chichicastenango and Zacualpa were the two municipalities with the highest number of participants in relation to the population of children in the community. Preprimary-school children also participated in Community Action activities; most of them were siblings of older children who attended and, sometimes, they were volunteers’ siblings.

The Community Action activity that had more participants was Reading Buddies, in which 6870 children participated. This was due to this activity being held both in school and out of school. An

advantage of the in-school activity was that a greater number of children participated, especially fourth to sixth graders.

The Reading Camp and Story Time activities have a similar number of participants, 5564 and 5322, respectively. Both activities were held in both languages and, on occasions, jointly. That is, within the structure of the Reading Camp there was a period in which to read a story.

The Book Bank was available during all the Community-Action activities that were held. In most of them, volunteers had little time available and thus, it was decided to make the Book Bank available for these activities. There were several challenges, especially in regard to recording loans and ensuring that books were returned. 4695 children participated.

Description of Progress Achieved in Community Members' Participation in Community-Action Activities

Table No. 5 Community Members Participating in Community-Action Activities				Disaggregated by Municipality					
Indicator	Totals	Men	Women	Chichicastenango	San Antonio Ilotenango	Santa Cruz del Quiché	San Andrés Sajcabajá	Zacualpa	Others
Community members participating in reading activities	5811	1712	4099	1630	897	1011	848	1274	151
Parents attending workshops	3992	986	3006	1188	589	692	573	950	0
Community members participating in progress meetings	3245	933	2312	876	540	541	570	718	0
Volunteers	386	168	218	103	49	75	53	106	0

71% of the community members who participated in the reading project were women. The municipalities with the greatest participation were Chichicastenango and Zacualpa, in relation to the population in their communities. In addition, 151 community members participated in the Teachers' Congress.

In the parents' workshops, again it was women who participated the most -75%-. This was because it was easier for women to attend reading activities in their communities and they were the ones more interested in cooperating to improve their children's reading skills, since they are in charge of household responsibilities. At the workshops, participants mentioned that their children enjoyed reading activities and told them about what they did in the afternoons, and that they had seen increased interest in reading in their children. That is why they, themselves, encouraged children to participate in them. Workshops were held in the K'iche' language and the techniques that were proposed targeted people who did not know how to read and write, which was a predominant characteristic of parents' groups. Parents were impressed at how, notwithstanding their schooling disadvantages, they were able to support their children to improve their reading skills with simple activities.

At Progress Meetings, 71% of participants were also women. These meetings were held in the K'iche' language and their aim was to undertake an accountability process, in which achievements

and challenges of project implementation in communities were underscored. Besides community members, volunteers also participated. For local and education authorities, this was an important activity because they were able to learn about the activities that were developed and this gave them the opportunity to share their opinions and concerns about the project. These meetings were also an opportunity to recruit volunteers and develop a community sustainability plan.

A total of 386 volunteers provided support to Community Action activities; 56% of them were women. Regularly, there were around 150 active volunteers per year. Volunteer recruitment, training, and retention were a constant challenge throughout project implementation.

The recruitment process started with an ideal volunteer profile, which became increasingly flexible in view of the little availability of candidates who would meet the requirements. In addition, many of those volunteers had reading skills that had to be improved. However, candidates kept up their interest, their willingness, and time-availability to become volunteers. In some instances, volunteers were children in the upper grades or in secondary school who wished to participate.

Volunteer-retention efforts met with challenges such as volunteers being incorporated into the family-production activity, traveling to find work, changing their place of residence, and considering that a year of volunteer work was enough as a contribution to their community.

Notwithstanding the challenges, were there outstanding cases of volunteers who kept working during the three years of project implementation, who became recruiters and mentors of new volunteers, who traveled to other communities to hold Community-Action activities, and even children who started out as participants in activities and later became volunteers.

PERU

In terms of Peru's assessment of progress made toward accomplishing the objectives and expected results, the following changes can be seen after three years of implementation in Peru:

- **Increased participation of children in extracurricular community reading events**

Participation of the boys girls, in each of the project activities started as low but gradually increased to high level over the life of the project. In early Phase I, few children were involved especially in community activities (particularly reading camps, story time and loan books). Some of this low participation was due to parents' lack of trust in volunteer reading promoters who were from the same community and were very young teenagers. Parents and especially mothers were upset because they considered the volunteer to be a teacher, so the volunteer had nothing to teach their children. In their eyes, attending community activities was a waste of time.

These reactions prompted some promoters to give up their posts. However it challenged other young promoters to demonstrate their performance. In other location, the number of children attending reading events was gradually increasing because increasingly more attendees showed better learning in the classroom in reading texts. This created a "snowball effect", in which parents of children already involved in activities began to tell other people of their children's progress and those others began to send their sons and daughters to the community action events. Similarly, this action was important because it led to many mothers and fathers *requiring* that their children attend the reading events in their community; this decision was reinforced by meetings with parents in each of the activities.

Youth as volunteers led to an enhanced perception of the value that young people could contribute to the community, especially in the education of children. Teens, both male and female, earned the approval of community leaders, earned the reputation of being reliable which increased their respect in the community.

- **Teacher's Change from Resistance to Active Welcoming of Project Strategies**

Teachers of schools targeted by *Leer Juntos, Aprender Juntos* had previously experienced the intervention of various programs and projects, both from the Ministry of Education as well as NGOs. The form of previous interventions had not meet their expectations, as a result when this project began it encountered resistance from some teachers, and mistrust of others. Teachers would even receive reading materials but did not use with the children.

The manner in which *Leer Juntos, Aprender Juntos* intervened served to alleviate doubts and mistrust gradually faded. This was achieved by the manner in which program specialists made their visits, accompanying materials that facilitated the teachers' pedagogy and particularly the type of coaching teachers received. Humility has been a main theme of the support provided. After the waning of distrust, teachers have begun to show interest in the strategies and activities proposed by the Literacy Boost model.

The second year of intervention in many schools coincided with the intervention of other programs (like PELA) yet the preference of teachers to the *Leer Juntos, Aprender Juntos* project is not declining. In some cases, teachers were less open to the intervention of other programs arguing that *Leer Juntos, Aprender Juntos* supported them more, because the strategies are intended to allow their students to understand what they read and to get the first graders writing faster.

In the third year of implementation, many teachers consolidated their mastery of the knowledge and implementation of strategies which contributed to the development of reading skills of their students. Following this third year, many teachers decided to incorporate *Leer Juntos, Aprender Juntos* activities into ongoing programming, e.g. reading pedagogy, reading buddies, reading festivals and meetings with parents).

- **Growth in the skills and capacities of volunteers**

In the targeted communities, promoters had to face challenges such as distrust of parents and women had to face the suspicions or misunderstanding of their husbands. Volunteers confronted and dispelled the myth that only the teachers could teach reading to children. Reading specialists supported and accompanied the growing autonomy of volunteers to be able to carry out reading activities independently.

The process of accompaniment of volunteers occurred in the following manner. For the first reading camp, the specialist would conduct the reading camp single handedly and the promoter observed. On the second visit, the promoter performed the first activity (welcome and first dynamic game) and the specialist would carry out the remaining activities. In the third visit, the promoter carries out the all the activities of the camp, including reading of a story and creative material creation, and the Reading specialist and volunteer promoter meeting at the end of the camp to consult and discuss on successes and areas for improvement.

Empowering the reading promoter in the implementation of activities is key so they are able to carry out these activities with confidence and autonomy.

- **Progress in the acceptance and integration of use of the mother tongue**

Bilingual education is a very controversial term in many schools because many teachers did not consider it necessary to teach children in the mother tongue of Quechua and some feel it hinders children's progress. Only some teachers are trained in how intervene in schools. To support the work of teachers in these contexts, *Leer Juntos, Aprender Juntos* developed a module around integrating language in teaching reading.

This module provided teachers with information and strategies to implement activities with in mother tongue and medium of instruction. Some activities include: a psycholinguistic characterization of students to identify the linguistic scenario of the classroom, developing schedules that allot times for both languages, presentation of reading texts in Quechua that cover content knowledge common to the community like planting, harvesting, food processing, the cure of some diseases, the interpretation of the various weather phenomena, etc.

It was felt that educators should strengthen their capacity to master and be able to teach in Quechua language, since many teachers were fully or semi orally proficient but lacked skills in written Quechua or the level of mastery necessary to use Quechua in the classroom. A workshop for Quechua was developed.

On the other hand, the use of mother tongue in community action activities maintained and strengthened the relationship of the project and acceptance of project strategies among community members. Although many of the community members could not read or write they were included through oral narratives. This allowed those who spoke Quechua were able to share their knowledge with younger children.

- **Change in Parents' Attitudes and Behaviors around Participating in Children's Education**

The participation of parents prior to implementation of *Leer Juntos, Aprender Juntos* was limited to maintenance of school premises, material contributions or just receiving or responding to summons from the teacher. Parents were not asked or engaged to be active in helping their children learn. Through workshops with parents, project staff worked with parents to dispel many myths. One such myth is only literate people can teach children to read and write.

Regarding allocation of a learning space at home for the child, parents pledged to implement reading corners, to manifest in a material way their support for the learning and reading of their children.

As a whole, although at the beginning showed some distrust and resistance toward the project, over the course of implementation this resistance dissipated, and parents became amenable to supporting the *Leer Juntos, Aprender Juntos* strategies. This support was evident through the hours devoted his time to training workshops and efforts made to arrange reading corners.

While good progress was made, this is one area which needs continued work. Parents' engagement in constructing or allocating reading corners in their home, does not necessarily mean increased time spent on reading. Further work is necessary to reinforce and drive home the importance of reading together, home visits that work to change behavior around joint reading, and continued work with illiterate parents to help them uptake practices in which they can help their children become good readers without being literate themselves.

V. LESSONS LEARNED

Leer Juntos, Aprender Juntos was a wonderful learning opportunity in every one of its phases. This is evidenced by the way in which the wide range of human resources involved in the Project have developed. The administrative team and the technical team, itself, have grown professionally and have developed community-management skills. Beneficiaries have also achieved considerable progress: teachers have improved their pedagogic activity; community members are now more aware of the importance of supporting actions that benefit education, and parents, have learned how to be actively involved in their children's reading development and practice.

Below follow lessons learned for the Guatemala and Peru contexts:

GUATEMALA

Lessons Learned

In-School

- The project contributed the efforts already underway in the national education system by means of the National Reading Program.
- Linking the methodology with the national curriculum strengthened the project's technical team, mainly in promoting the use of language in the classroom and addressing reading skills adequately in each one of the grades. It convinced teachers, based on evidence, that the methodology helps their pedagogical work.
- Developing and applying a technical-accompaniment protocol contributed to standardizing the quality of the intervention and ensuring that training translated into uptake in teacher practice.
- The atmosphere of respect and confidence established between the project team and participants was key to the success of the various actions, both at the school and the community levels.
- It is important for school staff and community authorities to become acquainted with the project and for them to recognize the role of each one of the actors, so that their responsibility is conscious and real. This can be made tangible by means of signing a letter of commitment.
- Teacher-training processes must be experiential and practical; the delivery strategy must be active, so as to demonstrate that methodology is functional. This generates opportunities for analysis, criticism, new proposals, and ultimately, ownership.
- Training processes would be more productive if they started by addressing such topics as planning and linking the methodology with the curriculum. It would eventually contribute to reinforcing teachers in their planning and evaluating processes.

- Teachers must be convinced that the formative evaluation process is a support tool to measure the progress of their students' reading skills and that it enables the development of corrective measures so that students improve their reading performance.
- The Project's technical team must handle formative evaluation as a constant element in each one of its technical accompaniments, in order to ensure that teachers interpret results correctly.
- School principals must be convinced of how important education quality is, and they must participate in classroom accompaniments from the onset, since the sustainability strategy will ultimately demand that they assume the role undertaken by project technicians.
- In bilingual communities, all activities must be in both languages, even when children are only using their second language (L2) to learn in school. Techniques should be developed in both languages and bilingual materials should be produced.
- Each activity/ technique that is proposed must clearly identify the reading skill(s) that will be strengthened and the level of difficulty for each grade. It must start with a reading passage to generate the link of the methodology with the reading skill.

Out-of-School

- The endorsement of community authorities to allow a project to enter into their community and their school helped to ensure the participation of the education community.
- Training volunteers, followed by the technical team's accompaniment in the field, ensured the quality of activities.
- Recruiting volunteers was strengthened when the community or the volunteers, themselves, became involved.
- Motivating the members of the community to participate in out-of-school activities such as Story Time, Reading Fairs, among others, was very positive for sustainability, because they took ownership and became aware of the importance of affording continuity to these actions.
- Accountability activities and developing sustainability plans must include the active participation of community authorities.
- It is important to systematize volunteer training, so that in addition to theory, it includes group management, planning, and self-evaluation techniques.
- Encouraging volunteers to assume a leading role as facilitators for Community Action activities is important to keep up their interest and motivation.
- The opportunities provided by community assemblies and accountability meetings should be used to publicly acknowledge volunteers' contributions to the community.

- Due to parents' education level, awareness-raising meetings on the importance of their supporting their children must include practical activities, such as the ones undertaken with children. This maintains their interest and encourages their participation.
- It is important for parents to learn about the methodology being used in school and the community so that they support their children's participation, mainly in out-of-school activities.
- It is important to use different summoning strategies, such as making announcement in the community, in church, or through teachers, so as to have as many children and parents as possible participate in project activities.
- In general, in rural, bilingual, impoverished communities covered by the project, the books in the Book Bank must contain eye-catching illustrations and simple texts. This encourages children to borrow books. Poverty limits access to reading materials at home and limits exposure to practice reading out of school. Parents' low education as a result of poverty, also limits access to read. When the team compare educations in urban areas with better income to rural, eye-catching illustrations and simple texts books are intended more for preschoolers and early grades. However, according to the teams experience with book banks in which older kids, 4th grade and above participated, these higher grades children kept on preferring those books more oriented to preschoolers and early grades)
- It is important for the team or community members to consider producing literary material. This will help to ensure that communities have materials that are contextualized and written in the local language, especially because it is not easy to find them in the Guatemalan market.
- Volunteer training should include how to guide children in their selection of books, according to their reading level. It is important that they know the contents of the books included in the Book Bank.
- The books and materials used to apply the methodology can always be improved, so that they should be constantly assessed, especially insofar as their pertinence, and there must be flexibility to seek their improvement.
- Every project activity, should be continuously brought into the process of systematization and should considered processes to identify lessons learned in order to develop and to share experiences.
- The contents to strengthen children's reading skills must be aligned to community activities and the national curriculum.
- All project activities, from the outset, must foster sustainability processes.

Administrative management and developing the project's human talent:

- The technical team should be strengthened to accompany teachers in the appropriate use of the children's native language in the classroom and in the addressing L1 and L2 reading skills.
- The role and accompaniment of the project supervisor are essential to guarantee application of the methodology and to establish corrective measures *in situ* for the activities coordinated by the technician. This allows issues and challenges to be addressed opportunely in communities.
- Each community must be assigned a technician who is responsible for both interventions. This will allow for increased confidence in the community and it will achieve integration and follow up to activities.
- Using information stemming from the M&E system must be useful and timely for decision-making purposes in the programmatic area.

PERU

The experience of *Leer Juntos, Aprender Juntos* not only successfully implemented the Literacy Boost methodology, but also brought the following lessons learned.

Lessons learned:

Children

- When activities and strategies engage children in dialogue and children's opinions are gathered, children appropriate the experience as their own, and is no longer unfamiliar to them.
- The work with the family allowed greater integration and strengthening families of families in support of children's education
- Collecting the ancestral knowledge helped children to value their culture.

Parents

- Because *Leer Juntos, Aprender Juntos* valued the parents as important players in the learning of children, parents particularly mothers opened their homes. The project saw better results from this process.
- Parents continue to want their children to value to school as a vital space for learning. But they learned that when they themselves work closely and engage, they too have a role in improving learning of their children.

Volunteer Reading Promoters:

- The participation of adolescent promoters, invigorated Community Action extracurricular activities. Youth implemented activities with creativity and dynamism, which transmitted the importance of reading to children.

- In a region where it is believed that “the teenager has lost the taste for reading”, public opinion changed to see that youthful promoters of reading with adequate training could motivate children to improve their skills.

Teachers

- To reach teachers is necessary to set aside egos and be humble about the knowledge one has. Through the active use of humility on the part of coaches, teachers became more open and initial resistance was overcome.
- Many teachers who participated had successful experiences with project coaches shared their experience with others, decreasing the initial huge resistance to having an outsider in the classroom during teaching
- Teacher Learning Circles were not only useful for teachers in the same schools, but were particularly valuable for gathering teachers from different schools, thus creating an educational synergy between schools.

Community Leaders

- Building social legitimacy from community leaders became the backbone to ensure sustainability of community action. By the end of the project, leaders had endorsed the community action work and the social value given to schools.
- Community leaders contributed to the promotion of culture, traditions and wisdom of the sages through the community reading camp space.

Educational Authorities

- Working from the start with education governing bodies contributed to the sustainability of project activities.
- Working together with District and Regional Education Offices from the get go allowed for joint learning around intervention strategies. These officers were strategic partners in selection of schools and training of teachers.

VI. IDENTIFICATION OF FUTURE CHALLENGES

Throughout project implementation there were several challenges that were overcome using their creativity and according to the methodology and the characteristics of the study.

GUATEMALA

Guatemala sees the future challenges as:

In-School

- MINEDUC mandated that no training should alter the 180 days of school that have been established for the school cycle, so that the greatest teacher-training load was planned by municipality and during the first quarter of the school year. All future interventions should respect teachers' time in the class.
- Initially, teachers were uncomfortable or felt threatened during technical accompaniment visits, but gradually, after having technicians gained their confidence and treated them with the utmost respect, they came to realize that it was support to benefit their teaching activities. After explanations and practices they were more open and receptive. A coaching intervention undertaken by the government or another civil society organization would not good results if it were not undertaken with the threatening, criticizing or punitive supervision, as opposed to supportive coaching.

Out-of-School

- The greatest challenge was recruiting volunteers. This forced the team to become creative in their actions, and as a result, they undertook campaigns with COCODES and Education Councils. Support from school principals and staff was requested and, in some cases, churches were approached and home visits were performed to promote community participation. For the current efforts to remain successful, school, community and other leaders will need to take upon themselves the responsibility to continue recruitment and identification of volunteers. This process will be key.
- Overall, it can be concluded that actions generated through brainstorming and with a positive attitude yielded good results. Future interventions or applications of this same methodology would not be successful without this element of attitude and commitment.

Now, during the closing stage of the Project, and even though there are plans for sustainability, there are future challenges that include:

In-School

- Lack of follow-up for the sustainability plan due to the changeover in DIDEDUC education authorities, as a result of the change in Government.
- Weakening of the teacher-leader team due to turnover in grades, positions, or even schools.

Out-of-School

- Lack of interest or awareness of new local authorities, also as a result of changes in the local government
- Difficulties in recruiting and retaining volunteers
- Loss of resources due to lack of control or responsibility
- Lack of motivation or ownership of the methodology

PERU

In the Peru, the future of the project depends on the fulfillment of the commitments made by each of the stakeholders.

- **Continuity of In-School Activities**

Booklets and guides for teachers, in Spanish and Quechua, regarding how to implement the Literacy Boost methodology have been elaborated. Learning kits were distributed in schools that have participated in the intervention. These materials will serve as a technical support to teachers, in the absence of specialists supporting their every day classroom work in the next year. The project reinforced methodologies with all teachers during the last months of implementation so that they could support themselves and internalize the strategies for teaching of reading. The challenge lies in the continuous implementation of Literacy Boost reading strategies in the classroom. The project worked with the principals and teachers to make a commitment at each school, to include these reading methodologies in their annual curriculum for the following year.

It would have been preferable if the state had been trained to serve as the coaches, so that provincial or regional authorities could continue making coaching visits. However, since this group was included in the control group, the project will dialogue with the donor to see what other possibilities remain to train regional authorities to continue providing, training, coaching and mentoring to teachers in the reading methodologies.

- **Continuity of Out of School Community Action Strategies**

A major anticipated challenge is how to continue with the community action strategies if there is a rotation of local authorities in the areas of intervention. To do this, the project has initiated the signing of local memoranda, in which commitments are made to continue out of school extracurricular reading activities in the area. The memoranda identifies the commitment to extracurricular reading as not dependent on the changing of local authorities.

The second challenge anticipated is the high turnover or attrition of volunteers for the position of reading promoter. Most of these volunteers are between 15 and 18 years of age. During school break and holiday seasons, they must work for the community and / or their parents, leaving them no time to do their promoter jobs. Therefore, to ensure continuity of these volunteers in their positions, an agreement must be reached with the community regarding the consideration of reading promotion as communal work, so that while youth may not be completely exempt from communal labor, yet their contributions are valued as contributing to community work. Communities also need to have a system in place for reappointing and training volunteers after attrition.

It was proposed to include in the organizational structure of the community the position of reading promoter, so that the role becomes part and parcel of the community roster of volunteer roles.

VII. OPPORTUNITIES FOR REPLICATING SIMILAR PROGRAMS AND IMPLICATIONS FOR THE EDUCATION SECTOR AND LAC REGION

Based on the *Leer Juntos, Aprender Juntos* experience, there is a great opportunity for other regions in Latin America to replicate this intervention, implementing projects in rural and bilingual

communities, focused on developing skills that are essential to have reading be a means for learning throughout an individual's life.

GUATEMALA

Save the Children took the first steps in Guatemala to include *Literacy Boost* as a strategic component of education programs. Such is the case in the following examples:

IDEA: This is a project funded by USDA, which is covering 40,000 children in Quiché's Ixil area, combining a nutrition component with an education component, using *Literacy Boost*. In order to undertake a project of such size, the technical team was constituted with key staff from the *Leer Juntos, Aprender Juntos* Project. This will ensure that the intervention will be solid, based on the contextualization performed and the experience acquired.

Leemos con alegría: This is a new project that Save the Children will implement in Chichicastenango, replicating the *Leer Juntos, Aprender Juntos* model in communities not touched by the project. This activity will be funded through a Foundation (the source of funds does not wish to be disclosed).

In both cases, *Literacy Boost* will reinforce the National Reading Program being promoted by the Ministry of Education. This support has been very well received by Quiché's DIEDUC, whose authorities still maintain their strategic coordination with the projects. As with *Leer Juntos, Aprender Juntos*, all out-of-school actions are coordinated with the leaders and the Education Council in intervention communities.

Vamos Olopa and *Niñez Feliz* are two projects focusing on Child Protection that Save the Children is implementing in coffee regions, with the purpose of reducing harmful child labor. Its Quality Education component is based on *Literacy Boost* and it is being implemented in multi-cultural regions.

The USAID Office in Guatemala promoted an exchange of experiences among projects, and based on portfolio reviews, all the materials developed by *Leer Juntos, Aprender Juntos* were shared with *Leer y Aprender*, also belonging to the LAC Reads family.

As part of the advocacy strategy at the local level, the *Leer Juntos, Aprender Juntos*, the Management and Coordination teams actively participated in the Education Network led by DIEDUC in Quiché, where the intervention was made known to other entities developing projects in the department. On the other hand, the publication by Save the Children's LAC Basic Education Network reports the intervention as a study.

One of the last deliverables of the project, aimed at making the methodology known, is the electronic-learning (e-learning) video that presents the contextualization experience and its application in rural bilingual contexts in both countries. The video shows systematized pedagogic and community actions (the two types of interventions) that arouse public interest, leaving the door open to future implementations that will depend on the efforts to avail funds.

In conclusion, the results achieved by implementing *Leer Juntos, Aprender Juntos* have established the bases to scale up *Literacy Boost*.

PERU

Having a research component and a solid validated methodology based on the Literacy Boost model offers many opportunities for replication and sustainability.

Based on the results achieved by the project over the past three years of intervention, *Leer Juntos Aprender Juntos* was able to develop a strategy for sustainability and replicability in different regions.

For sustainability strategy, it is taken into account regions of Peru that have a budget from the Ministry of Economy and Finance for the education sector. This in turn, has been contrasted with the regions or localities with an index of poor reading comprehension. In some cases, regions with a high budget to invest in education are those that also have a low rate reading comprehension areas. Save the Children Peru would like to engage with local or regional governments who may find the methodology to be of use.

Save the Children Peru has also taken into account the companies involved in these localities such as mining companies or banks, who may have part of their stakeholders communities that have been mapped as a low rate of literacy. Save the Children Peru would like to approach these types of entities to assess their interest in supporting extracurricular reading.

The project has produced three packages that could be offered for replication.

- First "Reading Together", aims to provide the entire set of project strategies. Both classroom activities such as community action, in addition to learning kits and resources for in-school methodologies.
- Second group, we have proposed the name "Advancing Reading." This package would target companies that are already investing in education, with the aim of training volunteers for reading, delivering learning kits and advising on the implementation of the methodology.
- Third package, is entitled "Reading the Wind" This aims to provide the delivery of learning kits, resources for reading camps, book banks and other strategies of the community action component.

VIII. REPORTING ON INDICATORS AGAINST IMPACT

	TYPE OF INDICATOR	NAME OF INDICATOR	REPORTING FREQUENCY	ANNUAL TARGET	LIFE OF PROJECT TARGET	CUMULATIVE GUATEMALA	CUMULATIVE PERU	CUMULATIVE TOTAL	COMMENTS
	USAID Global Investing in People	Number of learners receiving reading interventions at the primary-school level	Annual	To be determined after site selection	To be determined after site selection	14184	7788	21972	Targets were not set for this indicator but the number far exceeds the original expectations of the program.
	USAID Global Investing in People	Proportion of students who, by the end of three and four grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Baseline, midline, endline	to be determined after baseline	to be determined after baseline	N/A	N/A	N/A	N/A
	USAID Global Investing in People	Number of teachers/educators/training assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Quarterly	TBD- 70% of targeted teachers in schools selected for intervention quantity TBD.	TBD- 80% of targeted teachers in schools selected for intervention quantity TBD.	540 (100%)	685 (100%)	1225 (100%)	In both Peru and Guatemala, the target of 80% was exceeded and 100% of the universe of grade 1-3 teachers were reached.
	Program-specific Indicators	Number of children who borrow books from the book bank	Monthly	65%	80% by end of project	4695 (54%)	4335 (72%)	9030 (61%)	In Peru, the project almost reached the 80%

									mark, but not in Guatemala. The explanation for this is: a) book procurement was delayed in Guatemala b) children were not quick to take up the book lending habit due lack of habit and parental fear that they would be financially responsible for the books children lost or damaged.
Program-specific Indicators	Number of parents and community members in target communities attending at least one community awareness workshop	Annually	TBD based on number of children in schools and communities selected for intervention estimating minimum ratio of 1 participating community per each target child involved in program	15,000		3992 (46%)	3197 (53%)	7189 (49%)	The program almost reached the one to one goal for participation in parental awareness sessions. This was seen as a challenge because men were far less present than women due to the perception of roles and the engagement of men in income generation activities, with the majority of trainees being mothers, as well

									as the tradition of parents providing material support to schools rather educational engagement.
Program-specific Indicators	Number of children in targeted communities participating in reading camps	Bi-annually	Number TBD (target 50%of number of children participating in reading intervention)	Number TBD (target 70%of number of children participating in reading intervention)		5322 (61%)	4796 (79%)	10118 (69%)	Peru exceeded the life of project target for reading camps, while Guatemala did not quite reach this target. In both cases, the harvest period and seasonal migrations are cited as reasons less than full participation in reading camps.
Program-specific Indicators	Number of children participating in reading buddy activities	Bi-annually	50%	70% by end of project		6870 (79%)	4230 (70%)	11100 (75%)	Both countries met or exceeded this target. The popularity of this activity is deemed due to its applicability to school activities as well as its ability to engage 4-6 graders with 1-3 graders.
Program-specific Indicators	Number of community reading activities held in target communities	Bi-annually	30	210		4515	9265	13780	This indicator has been exceeded by 65 times the original estimation An enormous amount of activities

									occurred far exceeding original expectations.
	Program-specific Indicators	Number of community members participating in reading activities	Biannually	2000	6000	5811	3724	9535	This indicator has been exceeded by one and a half times the original estimation, demonstrating the willingness of community members to contribute towards reading.
	Additional Mathematical Tracked Indicators	Percent of teachers demonstrating improved instructional practice in teaching reading	Baseline, midline, endline	TBD based on baseline assessment	TBD based on baseline assessment	N/A	N/A	N/A	
	Additional Mathematical Tracked Indicators	Incidence of mother tongue used during period of classroom instruction.	Baseline, midline, endline	TBD based on baseline assessment of language (example: Minimum of 30% of classes)	TBD based on baseline assessment of language (example: Minimum of 30% of classes)	N/A	N/A	N/A	
	Additional Mathematical Tracked Indicators	Percent of family members implementing activities to support literacy learning for children at home	Baseline, midline, endline	50%		N/A	N/A	N/A	